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Guide for Teachers and Parents

Book 18: Tommy's Halloween Adventure

This is the eighteenth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be published regularly.

These books are written to a second- or third-grade reading level, but children in pre-kindergarten through first grade will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Notes for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

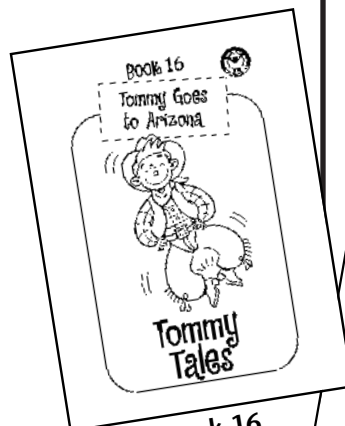
Before starting to read *Tommy's Halloween Adventure*, share with the class that this book is one in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin your planning for the year, you can depend on **Learning Page** and this delightful serial story to add variety and fun to your reading routines. New books are added regularly, and accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

In the last *Tommy Tales* adventure, a two-part story, RK-5 transported Tommy and his friends to the territory of Arizona in 1891. He sent them back in time so they could experience real cowboy times. Tommy and Red Deer, a Native American boy, stopped a cattle stampede and returned the cattle to the James's ranch where they belonged. Tommy also rescued a calf that was in danger of falling down a steep cliff. Tommy, Red Deer, and Tommy's friends were treated to a feast at the ranch.



Book 16



Book 17

Preparing for Reading

In the last **Tommy Tales** story—a two-part story—Tommy and his friends went to Arizona, and Tommy got to experience being a real cowboy. **Tommy's Halloween Adventure** is a brand new **Tommy Tales** adventure. Ask students to imagine a good plot for a **Tommy Tales** Halloween adventure. Then ask them to share any speculations they might have about this new story based on the cover image.

Reading Guide

You may structure the reading time for this story in many ways. Here are just two ideas:

1. You can read it aloud all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading the first two pages aloud, you can begin questioning for comprehension and working on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: **Tommy's Halloween Adventure**. You can also write it on the board. Read the first two pages of the story.

Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

Costumes

Tommy and his friends are all dressed up in Halloween costumes. This is an opportunity to discuss costumes with your students.

Costumes are worn for many different reasons. One reason is to dress up and be silly or scary, as people do on Halloween. Another reason is to perform, such as in a play or a ballet. People also dress in costumes for special ceremonies, such as Native American dances. Native American religions often linked animals with their deities. A holy person would wear a particular animal costume in order to communicate with a particular god. This might be done when there was not enough rain, before a hunt, or in a time of war.

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Tommy and Sam couldn't wait to get to the park. It was Halloween, and Tommy and his little sister were wearing their Halloween costumes. They wanted to see how their friends looked in their costumes.

When they reached the park, their friends were already waiting on the big blue bench.

"Hey, Kim! You look great. We'll call you Kitten Kim," said Tommy.

"And look at Andy," said Sam. "He's a pirate."



In parts of Africa, masks have often been worn traditionally to ward off evil spirits. Special costumes have been worn for dances before wars between tribes.

War costumes are common. In some cultures, warriors wear costumes that make them feel more powerful. In other cultures, soldiers wear uniforms to distinguish their troops from the enemy troops. They might also wear clothes that allow them to camouflage themselves.

On Halloween, many costumes are scary. This is because the first Halloween costumes were meant to frighten off evil spirits. Later, Halloween costumes became less about frightening spirits and more about having fun.

Ask students: *What were you for Halloween? Why did you choose the costume you chose?*

"Tommy, you are a very scary ghost. I hardly recognized you," said Lucy.

The friends were having a great time comparing costumes. They didn't notice two boys watching them from behind a bush. The boys were also wearing Halloween costumes. The boys suddenly rushed up to Tommy and pushed him to the ground.



"Oh, no!" said Kim. "It's Bobby and Billy, the school bullies."

When Tommy hit the ground, RK-5, his little robot, fell from his pocket.

Billy snatched RK-5 from the ground and said, "What's this little toy, ghost boy?"

Fun with Fear

Sometimes it is fun to be scared. Ask students: *Have you ever ridden a roller coaster? Have you ever watched a scary movie? Do you enjoy being frightened? If so, why? If not, why not?*

People sometimes enjoy the feeling of fear. This is because fear increases a chemical in the brain called adrenaline. Adrenaline makes us feel increased excitement. It makes us more aware of the moment, and it raises our metabolism, heart rate, and emotions. It is not fun to feel scared when there is actual danger. Haunted houses and scary movies are controlled environments where we are not in real danger, but we still get to feel an "adrenaline rush." If a person is going to be scared, "safe-scared" is definitely the best way to go.

How Did Halloween Get Started?

Since the earliest days of agriculture, autumn has been the time to harvest the foods that were planted in the spring, grew all summer long, and finally produced fruits, vegetables, and grains that would be eaten all winter. In many places in Europe, autumn signified the end of one year and the beginning of a new year. To celebrate the coming of the new year, many European people held a fall celebration. This celebration expressed both fear of the coming cold and joy for a successful harvest.

In some of the Celtic regions, the celebration (known as Samhain) was rather fearful. It was thought that the spirits of the dead from the previous year would rise on the last day of the year. The living wanted to stay safe from the wandering spirits. They would put out their fires, and many donned scary masks so the spirits would think they were dead, too. At the end of the night, each family would take a flame from the community fire to re-light their own fires and begin the new year. This tradition spread throughout Europe as more and more people caught on. In England, people began to vary the customs. They celebrated All Saint's Day (November 1) as an important church holiday. The night before still carried haunting connotations and was dubbed All Hallows' Eve, now known as Halloween.

Today, Halloween is generally celebrated because it is fun. Most people simply want to go out, wear fun costumes, and step out of their "normal" personalities for one night. The candy is another perk. Some people still use Halloween to celebrate the coming of winter.

Día de los Muertos

In Mexico, there is a special celebration for "All Souls' Day" on November 1. It is a day to remember people who have died, and to communicate with their spirits. People make special bread, clay figures, and dolls in the shape of skeletons. They decorate graves with the skeletons and with flowers, crosses, and other things that the person may have liked during his or her life. The day is not a sad day, but a time to remember loved ones who have passed on. Parades, parties, and street festivals are common during this time, and participation is high. People wear costumes and usually visit at least one cemetery during the day.

Bullies and Bullying

This **Tommy Tales** story presents a wonderful opportunity to discuss bullying with your students.

A person with high self-esteem does not purposely hurt others. People who feel good about themselves are happy to pursue the activities they enjoy in life, and they interact well with their peers. People with low self-esteem tend to do one of two things. They might try to be "invisible" (not noticed), or they might resort to hurting others to feel superior or more in control of their lives.

Bullies are people who do not feel very good about themselves. Controlling, intimidating, and hurting others makes them feel powerful and in control. However, bullies do not feel happy. They feel a lot of pain because they do not know how to relate to and interact with others.

What can bullies do?

Read the following paragraphs to the class: *It is never okay to be a bully. If you are the type of person who feels good when you make others feel bad, you might soon discover that you don't feel so good after all. When you pick on someone, what you are really doing is trying to feel better yourself. Hurting others will never help anyone feel better, and in the end, it will hurt the bully a lot more than the victim.*

If you think you might act like a bully sometimes, try to think about how you would feel if you were bullied. Also, think about the things that you really want to do. Is hurting others what you want to do, or is it just a habit? Put yourself in the shoes of those you tend to pick on. How would you feel if you were picked on every day?

What can victims do?

Encourage anyone in your classroom who gets bullied to realize they have options. The first thing they should do is understand that the bully is wrong, and that everyone has the right not to be bullied. Next, they can get other people their own age on their side. They can let people know what is going on and make sure they have friends close by when the bully is around them. If they are still picked on, they should walk away or tell the bully to stop in a calm but forceful voice. If none of these things gets rid of the bully, the child should go

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"Give him back, Billy!" yelled Tommy.

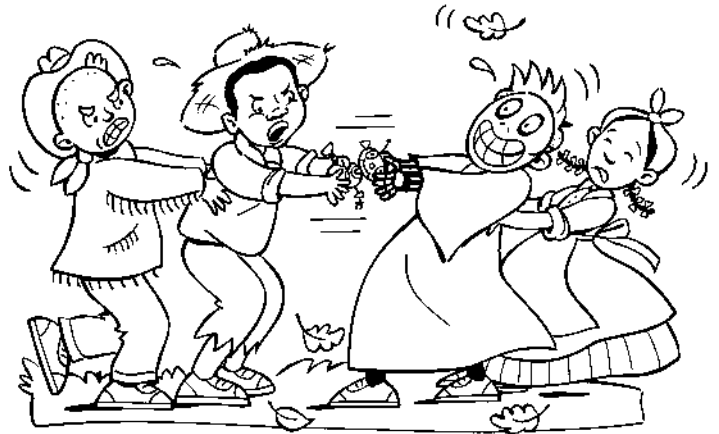
Billy and Bobby laughed.

"And what will you do if I don't?"

Billy asked.

When Billy turned to look at his bully friend, Tommy made a grab for RK-5.

Billy was strong and wouldn't let go. Lucy took hold of Tommy's waist and helped him pull. Then Bobby helped Billy pull. Billy and Bobby were pulling one way, and Tommy and Lucy were pulling the other way.



to an adult for assistance. While this is difficult, adults can intervene and put a stop to things that children cannot stop by themselves.

What can adults do?

If a child you know is a bully, make sure you do not label him or her. Try to avoid putting negative pressure on the child to stop the behavior. If you use negative punishment and language, it will only make the child feel worse about him- or herself. If you know that a child is angry and mean when he or she feels bad, making that child feel worse will only increase the desire to take bad feelings out on others. Instead, try to get the child involved in positive activities that feed a sense of self-worth. One of the best ways to help a bully is to keep him or her busy with activities. Help the child to set and accomplish goals, and help him or her to redirect negative energy.

Billy's fingers were pressing on RK-5's buttons. Suddenly there was a flash of light and a cloud of blue smoke. When the smoke cleared, Tommy, Lucy, RK-5, Billy, and Bobby had all disappeared.



"Oops!" said Kim. "RK-5 has accidentally taken them somewhere."

"I hope they'll be back in time to go trick-or-treating with us," said Sam.



Learning from Mistakes

People mess up. That is the reality of being human. People sometimes react in the wrong way to a situation and do something that they ordinarily would not do. But sometimes, people have a habit of becoming angry and dealing with their anger in negative ways. They might even become violent. This is not the only way that people "mess up." Some people turn to a life of crime. But even when people do not understand how to conduct themselves in a positive way and end up in big trouble as adults, they can figure out a better way to live their lives.

Many prison programs exist which try to help prisoners improve their lives. Many counselors devote themselves to helping inmates find a way out of a life of crime. Other criminals simply get sick of being "bad." They clean up their own acts because they want to live a better life.

Anyone can learn from past mistakes. A person who is a bully can learn healthier ways to deal with emotions and can learn better ways to interact with others. A person who is a victim can learn to stand up for himself or herself. The earlier this process of change begins, the better off a person will be, and the less pain will be inflicted on self and others.

Extension

Throughout history, whole cultures have learned from mistakes. Historians study the past mistakes of nations so that they are not repeated. Just like a person who has decided not to go back to his or her old ways, entire countries can reform within only a few years. Slavery in the U.S. was ended in the course of five years (although it took longer to recover from its effects), and slavery practices are no longer officially accepted anywhere in the world. Entire nations have learned to rule in better ways and to be more peaceful. Perhaps one day, we will solve conflicts between governments in peaceful ways, due to having learned from all the hardships that have resulted from violence. Explain to students that they are the leaders and developers of the future. They will be part of the team that solves many of the world's problems. Ask: *What would you like to change about the world today? What do you think you can do?*

Conflict Resolution

You can use the issue of bullies in this **Tommy Tales** story to teach your students better ways to resolve conflicts. Use **Fun Sheet 014** to help students empathize with the various characters in the conflict. Then, help them think of creative solutions for resolving the conflict.

Fun Sheet 014

Name _____

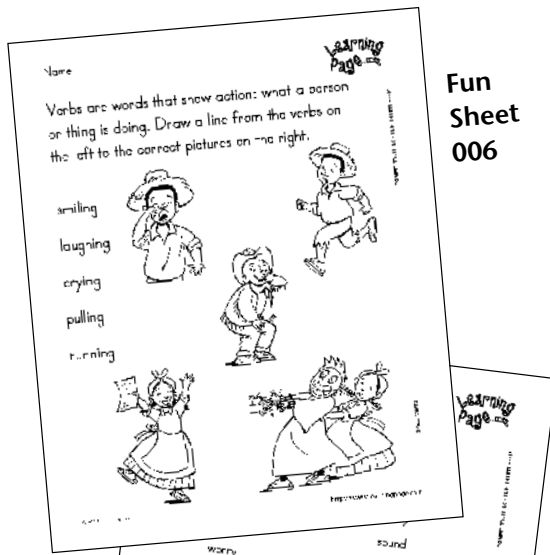
Look at the picture on page 3 of *Tommy's Halloween Adventure*. Then answer these questions.

1. What is happening in the picture? _____
2. How do you think Tommy feels? _____
3. Why do you think Billy and Bobby are being mean? _____
4. If you were there and you wanted to help the situation, what might you do? _____
5. Name one reason not to be a bully. _____

Language Skills

The teaching materials that accompany every **Tommy Tales** story provide a wealth of opportunities to practice language skills. Some of the **Fun Sheets** associated with *Tommy's Halloween Adventure* are designed to strengthen students' language skills, including:

- **Fun Sheets 005 and 006** for practice with verbs
- **Fun Sheet 007** for practice with synonyms
- **Fun Sheet 008** for practice with antonyms



Fun Sheet 006

Fun Sheet 007

For each sentence below, write a synonym for the word that is underlined. The synonym can be more than one word.

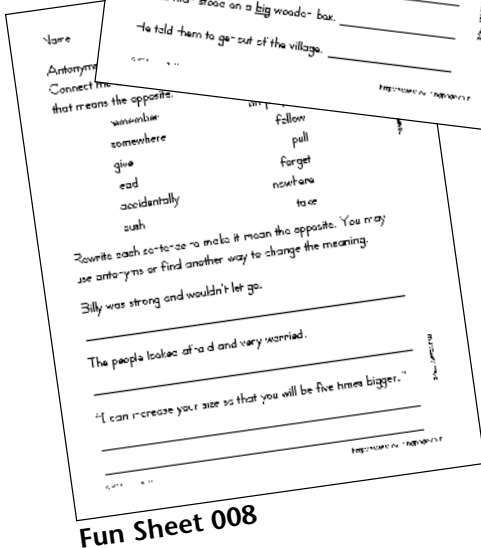
The African families looked afraid. _____

They followed behind Tommy and Lucy. _____

The bully was so mean no more any more. _____

A tall man stood on a big wooden bar. _____

He told them to go out of the village. _____



Fun Sheet 008

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Tommy and the others landed in a cornfield. Billy had let go of RK-5. Tommy quickly picked him up and put him in his pocket.

Tommy and Lucy knew what had happened, but the two bullies were very puzzled.

"What happened?" said Bobby.

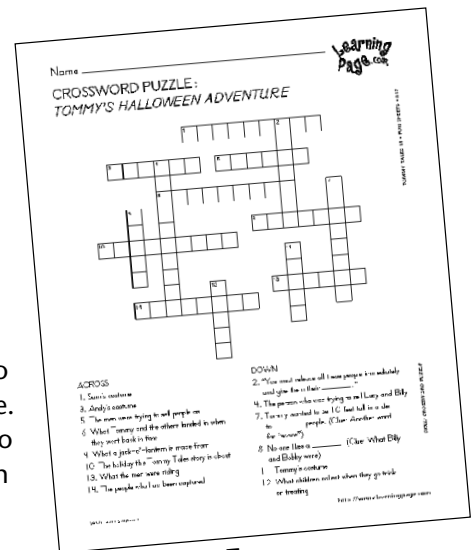
"Where are we?" said Billy.

"Don't worry about that now," said Tommy. "I think we're in big trouble. Look on the road over there."



Crossword Puzzle

The crossword puzzle for *Tommy's Halloween Adventure* (Fun Sheet 017) includes many details from this **Tommy Tales** story. Reading the puzzle clues gives students the opportunity to think verbally as well as visually, which helps to reinforce their knowledge. The crossword puzzle also reinforces comprehension of the story.



Fun Sheet 017

They all looked through the corn and saw a cart being pulled by a horse. All around the cart were men riding horses. All the men had guns. In the cart were many Africans. The African families crowded in the cart looked afraid and very worried.

"We must help them," said Lucy. "Those poor people have been captured in Africa. They are going to be sold as slaves. RK-5 has taken us back to the early 1800s!"



Slave Life

Read the following paragraph to your class:

Imagine you are playing outside when suddenly you see a large group of silver people rushing into your home. They all have powerful weapons unlike any you have seen before. You are snatched up by ones as others come out of your home with your family members. Fighting back does not work—they are too strong and powerful. They take you and your family to the end of your street. There, you see that there are many more silver people with hundreds of your neighbors. You are separated from your family, and you watch your neighbors get sold, one by one, to the silver people. None of these people speak your language or even a language close to one you have ever heard. Eventually it is your turn. You are sold to a silver man to be taken across the universe and (if you survive the journey) made to work long hours for scraps of food. You have to live in a place that is cold, damp, and full of bugs. You will never see your family again.

This nightmarish analogy is similar to what happened to the African people during the slave trade. Many Africans had never even seen white men, much less imagined that they would be abducted by them in massive numbers.

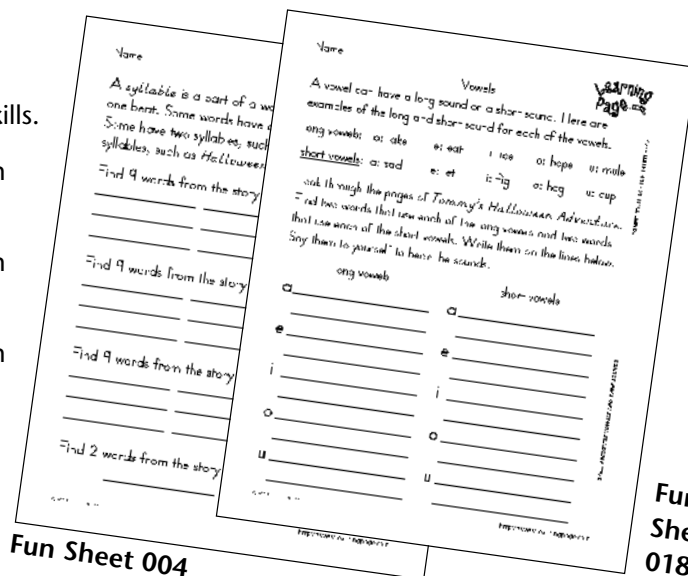
African people were torn from their homes and families. In many cases, they were treated brutally, or at least poorly, by slave owners. Not many slaves were able to earn their freedom, and those who did were still not treated as a part of society. Eventually, most countries involved in the slave trade began

to understand that it was not a good thing to own slaves. They began to see that slavery is a terrible thing and that people cannot be owned like property.

More Language Skills

Here are more **Fun Sheets** for *Tommy's Halloween Adventure* to strengthen students' language skills.

- **Fun Sheet 004** for practice with syllables
- **Fun Sheet 010** for practice with capitalization
- **Fun Sheet 013** for practice with alphabetical order
- **Fun Sheet 015** for practice with alliteration
- **Fun Sheet 018** for practice with vowels



History of Slavery

During the 1800s in the Americas, slavery was a part of life. Once Europeans began settling in the Americas, the slave trade began, with a complete disregard for human life. Africans were considered inferior savages whose lives could be taken over and ruled. The first Africans were brought to the New World by a Dutch slave trader in Jamestown in 1619. Thus began the practice of slavery in the Americas. Slave owners wanted free labor to work their crops, build buildings, and do all forms of hard labor.

Slaves were especially popular in the American South. They made it possible to farm large plantations, which produced and traded cotton, tobacco, grains, and food crops. Slaves were less popular in the North, where there was less farming and more industrial development. Northerners did own slaves, but the practice was not nearly as widespread as in the South.

The need for slaves increased in states like Virginia and the Carolinas as these states grew dependent upon free labor. Free labor, of course, caused these states to grow rich. With wealth comes power, so even though some people thought that slavery was wrong, they did not have the strength to change the system or challenge those in power who were benefiting economically.

Over time, there was a rising awareness that slavery was wrong. Particularly in the North, people began to work to end slavery. In the late 1700s, George Washington (who had purchased a slave only two weeks before) signed a resolution that stated, "We will not import or bring into the Colony, or cause to be imported or brought into the Colony, either by sea or land, any slaves, or make sale of any upon commission, or purchase any slave or slaves that may be imported by others, after the 1st day of November next, unless the same have been twelve months upon this continent."

Eventually, disagreement over slavery led to the American Civil War. This war between the North and the South lasted from 1860 to 1865 and cost the lives of many, both black and white. The Emancipation Proclamation, issued by President Lincoln in 1862, legally freed all slaves. The war would last three more years, but the slaves were all freed.

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"Correct!" said RK-5, "We are in 1847. But it was not my fault."

"What can we do?" asked Tommy. "Those men have guns."

"Let's follow the cart and see what happens," said Lucy.

They set off to follow the cart. Billy and Bobby didn't really know what was happening. They didn't want to stay on their own, so they followed behind Tommy and Lucy.



Midway Comprehension Check

Pages 8–9

- What did Kim dress up as?
- Where did Billy and Bobby come from?
- How did Billy end up holding RK-5?
- How did Tommy and the others end up in 1847? Did they ask RK-5 for this adventure?
- Why did Tommy say, "I think we're in big trouble"?
- Why were there African families in the cart?
- Why were Lucy and Billy captured by the big man on the horse?

After about a mile, the cart slowed down to enter a village. The children had to leave the fields in order to keep following the cart. As they walked along the road, they heard a voice behind them.

“Hey, what’s going on here? Did these two escape?”

The voice came from a big man riding a horse.

He grabbed hold of Lucy and Billy. He pulled them up on his horse and rode off in the direction of the cart.



Civil Rights

After the slaves were freed, African Americans were still not treated equally. It was still widely believed that African Americans were inferior to whites. They were forced to use separate bathrooms, attend separate schools, earn lower wages, and endure inequalities. When the Civil Rights movement began in the 1960s, Americans of all races rose up against the idea that African Americans were inferior.

Some of the most important figures in the Civil Rights movement are still celebrated today. Rosa Parks was a peaceful demonstrator who simply refused to give her bus seat to a white person. Martin Luther King, Jr., was a prominent leader in the movement who advocated nonviolent resistance to inequality. Malcolm X, a more controversial figure in the movement, advocated equality but did not believe that peaceful demonstration was always the answer. Students can research all of these leaders and more at the library or online. These figures demanded equal rights, and in many ways, they won. Their lives advanced a cultural consciousness of the equal rights of all. The Civil Rights movement has since expanded to advocate civil rights for Latinos and other cultural minorities, poor people, disabled people, people with alternative sexual preferences, and indeed for all people. There is still much work to be done to ensure that everyone is treated equally.

What can you do to help?

Explain to students that they can learn to be more accepting of others. Prejudice comes from fear of other people’s differences, so one way to combat prejudice is to learn about other cultures. Students may wonder why someone celebrates different holidays, eats different foods, dresses differently, or speaks differently from them. Instead of thinking that other people are odd, children can learn about and accept differences in one another.

Explain to students the importance of being respectful of those around them. And remember, they are as different to others as others are to them. Everyone should treat others as they would like to be treated. The best way to foster equality and eliminate prejudice is to learn about and respect other cultures.

Class Activity: Culture Day

Divide the class into five or six “countries” with equal numbers of students in each. Have them research their country and give a small report to the class. Focus on culture and celebrations, rather than on topics such as exports and history. On the last day of presentations, have students bring in foods from their countries. They can find recipes online, in the library, or from their families. They may want to choose food specific to a celebration if they would like to share the celebration with the class. If there are students in your class who are from different countries, try to include them in selecting the countries that are represented in this activity.

Invite parents and even other classes if you have made sure there is enough food. This activity can really get students excited about other cultures.

Slavery in Other Countries

Please refer to page 2 of the Teaching Notes for **Tommy Tales Book 12, *Tommy and the Pirates***, for more material to include in a teaching unit on slavery.

Slavery was not unique to America and England. Throughout history, slavery has existed in many countries.

Most past cultures used war captives as slaves. Slaves were responsible for building many of the great structures of ancient Egypt, Greece, and Rome. Today, international treaties require that prisoners of war be returned to their home countries once the war is over. Laws also exist to protect the health and safety of those prisoners, and they may not be used for labor.

In South America, the Native Americans often conquered other tribes, taking captives as slaves. But these slaves were able to earn their freedom, and their slavery ended when a certain period of time had passed. Those in debt also often became slaves to work off their debts. But they were rarely treated as property by the Native Americans. Slaves were not to be mistreated.

In Africa, people also had slaves from other tribes, but again, they were not thought of in the way we usually think of slaves. They were also allowed to earn freedom, and while life was not easy, they were seldom treated as badly as those in the Western world. In Europe and Asia, slaves also existed. Thankfully, all of these societies have matured enough to recognize the fact that slavery, however convenient, is wrong.

We are lucky today to not have slavery. Everyone should be seen as equals. Ask your students: *Do you think that through the generations, human beings become more aware of one another? More mature as cultures?* Depending on the age of your students, find ways to discuss these and related questions.

Project

Have students write an essay or short story about slavery. They can write from the point of view of a slave from Africa, from the point of view of a person abducted today, or an essay that addresses any aspect of slavery. This can help students to understand slavery from a more personal perspective.

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"What's happening?" cried Bobby. The bully wasn't so brave anymore. He was sobbing into his bandanna.

"Stop crying!" said Tommy. "I have to think of a plan to get Lucy and Billy back."

"First, we have to go into the village," said Tommy. "Nobody is going to bother us."

When they reached the center of the village, they saw that all the Africans and Lucy and Billy had been taken out of the cart and were standing on a stage in the village square. Many people crowded around the stage. A tall man stood on a big wooden box at the front of the stage. Lucy and Billy had been pushed to the front of the stage.



Word Find

Use **Fun Sheet 009** to give students practice with the skill of recombining letters to form new words. This task helps strengthen spelling skills and encourages an imaginative approach to problem solving.



Fun Sheet 009



"Who will buy this boy and girl? They are both strong and will give you many years of hard work. Who'll give me one hundred dollars for each of them?"

"Hey, RK-5, remember you made us small to study insects? Could you make me big?" Tommy asked.

"Of course I can," replied RK-5. "I can increase your size so that you will be five times bigger."

"I think I can scare these people," said Tommy. "Since I am dressed as a ghost, if you make me ten feet tall, they will surely be frightened."

Fear and Intimidation

People who are not in a good position to be a leader but who want to be in charge often use fear to try to get people to do what they say. In many places, there are people like the slave traders in this episode of Tommy Tales who used fear, weapons, and intimidation to make the slaves accompany them to be traded.

In some places, entire governments use fear to rule the people in their land. It is not a very easy thing to live with the fear that your leaders might try to hurt you. It is a hostile and unstable way to rule. In places where leaders use fear to rule their people, there are often coups. A coup is when the people of a nation rise up and take the power away from the leader, often in violent ways.

The bad part of ruling with fear is that the leader is always fearful of losing power. If those the leader is ruling are not happy, the leader will be taken from power by the people as soon as possible.

A better way to be a leader

People who are natural leaders are able to motivate people to want to follow them. They have good ideas that will benefit everyone, rather than just a few people. They also understand how to communicate their ideas respectfully, as well as to listen and respond to the people they are leading.

Leadership—Group Discussion

Almost every person will be a leader at some point during his or her life, and everyone will definitely be a follower in many circumstances. Relationships between leaders and followers are very important, and students should think about how they want to interact with authority figures and with people they might find themselves leading.

Have students discuss the positives and the negatives of having a leader that the people have elected, and the positives and negatives in having a dictator. Ask the following questions:

- Is there a person you know who is a good leader? Is there a person you know who makes people do things through intimidation? (Do not use names.)

- Think about the two kinds of rulers. Which person would you rather follow? Which person is easier to respect?
- Is it possible to have a dictator who does a good job?
- What does it mean to be a leader?
- What are some ways that leaders are chosen for countries?
- What type of leader would you want to be?

The Size of Things

Tommy grows to a large size to frighten the people at the auction. Why does his size make such a big difference?

It seems that people, like other animals, can be intimidated by creatures or things larger than themselves. This is not only because we can more easily be hurt by things that are larger than we are; we are also born with a natural fear of larger creatures. This fear can sometimes keep us alive, such as when we sense large beasts during a hike in the woods and know to fear them. In other situations, being large or small can make a big difference as well.

Exercise

Here is an activity that may help students understand the power of size intimidation. One partner sits and the other partner stands. The standing partner should stand very close to the seated partner. The standing partner should make eye contact and glare at or speak sternly to the seated partner for one full minute. After this exercise, have the class talk about the experience.

- How did it feel to be taller?
- How did it feel to be smaller?
- How do you think your partner felt?

Reverse roles and repeat this activity so students can find out how it feels to be in the other role.

In order to equalize any feelings of intimidation, people must take into consideration the way that others feel. Tommy was powerful because he was big, but he used his size to help people, not to hurt them. Explain to students that whatever their size, they need to make sure that they act respectfully with others and not abuse any size differences.

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Tommy walked to the side of the stage and pressed the “increase size buttons” on RK-5’s button pad.

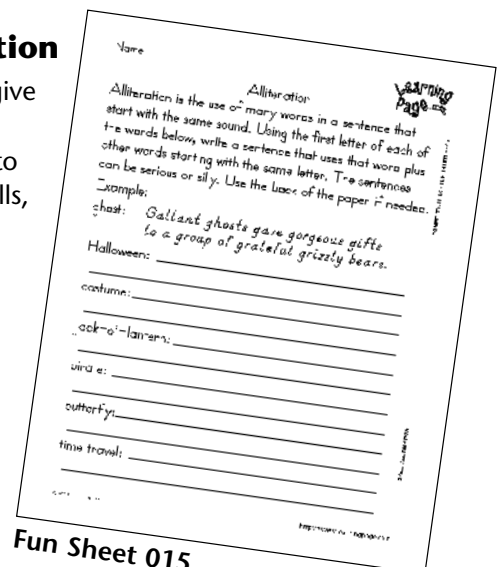
Tommy was wearing his ghost mask and looked really scary. He was ten feet tall and looked down on the crowd.

Everyone yelled and screamed. Even Billy and Lucy looked scared.



Fun with Alliteration

Use **Fun Sheet 015** to give students practice with alliteration. In addition to reinforcing language skills, alliteration can be just plain fun! Be sure to let students create silly alliterative sentences if they want to.



Fun Sheet 015

"This is wrong," said Tommy in a booming voice. "You cannot sell people. No one can own another person. You must release all these people immediately and give them their freedom. If you do not, terrible things will happen to all of you and your village." Tommy made a few ghostly screams for effect and then shrank himself down to a tiny size so that it looked as if he had disappeared.

The auctioneer quickly gave each of the Africans, and Lucy and Billy, a paper that said they were free. He then told them to take the horse and cart, get out of the village, and not come back.



Chronological Order

Use Fun Sheet 016 to give students practice with chronological order. They are asked to put various events from *Tommy's Halloween Adventure* in the order in which they occurred in the story.

Fun Sheet 016

Name _____

Put the following actions in the correct order from 1-6, beginning with the earliest.

- _____ Lucy and Billy were pushed to the front of the stage.
- _____ Billy called Tommy "ghost-boy."
- _____ When Bobby and Billy knocked Tommy down, RK-5 fell out of his pocket.
- _____ The auctioneer gave each of the Africans a paper that said they were free.
- _____ RK-5 accidentally took Tommy, Lucy, Billy, and Bobby back in time.
- _____ Tommy asked RK-5, "Remember you made us small to study insects?"

Comprehension

Several Fun Sheets contain questioning strategies to aid students' understanding of *Tommy's Halloween Adventure*.

Fun Sheets 001 and 002 test students' comprehension of the story. After assessing their answers, reread the story as needed to clarify anything that students don't understand.

Fun Sheet 003 asks students to use their imagination in answering questions related to the story.

Fun Sheet 001

Fun Sheet 001

Name _____

Read each question and circle the correct answer.

1. What was Andy dressed as for Halloween?
a hobbit a ghost a pirate a lion
2. How did RK-5 fall out of Tommy's pocket?
Tommy was climbing a tree.
Tommy was looking for change in his pocket.
Tommy was knocked down by bullies.
3. How did Tommy and Lucy end up in 1847?
They asked RK-5 to take them.
RK-5's buttons were accidentally pushed.
The bullies sent them there as a punishment.
4. What was in the cart guarded by men on horses?
Furniture for sale chickens for sale
Cows for sale Africans who had been captured.

Fun Sheet 002

Name _____

Decide whether the following statements are true or false, and then circle the correct answer.

1. Kim was dressed as a cat. true false
2. Bobby and Billy were very nice. true false
3. The blue smoke came from a storm. true false
4. Bobby and Billy were confused when they ended up back in the 1800s. true false
5. The Africans in the cart had been captured to be sold as slaves. true false
6. The man on the horse caught Lucy and Billy so that he could take care of them. true false
7. Bobby was scared and upset, and began to cry. true false
8. The man on the stage was trying to sell Lucy and Billy. true false
9. RK-5 made Tommy small to keep Tommy safe from capture. true false

Fun Sheet 003

Name _____

Read the story. Then use your knowledge and your imagination to answer these questions.

1. How would you feel if a bullie knocked you down? What would you do? _____
2. If you were a bullie, why do you think you would want to be mean to another person? _____
3. Why do you think the man on the horse was trying to sell the Africans? Why didn't they know it was wrong? _____
4. Why do you think Billy and Bobby stopped being bullies? _____

More Comprehension

Tommy's Halloween Adventure contains additional **Fun Sheets** that test comprehension.

Fun Sheet 011 asks students to write something they learned about each character in the story. **Fun Sheet 012** tests students' visual comprehension.

Fun Sheet 011

Name _____

Tommy's Halloween Adventure includes all the characters listed below. After reading the story, write one thing you learned about each character:

Tommy _____

Lucy _____

Billy _____

Bobby _____

the auctioneer _____

RK-5 _____

Kim _____

Andy _____

Fun Sheet 012

Name _____

Look at the picture from page 2 of the story *Tommy's Halloween Adventure*. Then answer these questions:

1. What design is on the bag on the ground? _____
2. How would you describe Lucy's expression? _____
3. What is Bongo wearing? _____
4. What is Kim dressed as? _____
5. Who is not wearing a costume? _____
6. Who is RK-5? _____
7. How many children do you see? _____




When Tommy made himself normal size again, he took Bobby's arm and said, "Let's go back to the cornfield. I'm sure that Lucy and Billy will be waiting for us there."

When they got back to the cornfield, Lucy and Billy were waiting.

"Please get RK-5 to take us back, quickly," said Lucy.

"Let's go, RK-5," said Tommy. He then whispered, "Make sure that Billy and Bobby don't remember anything."

Money

Use **Fun Sheet 019** to give students practice with money. They are asked to look at various priced Halloween items and figure out whether they have enough money to afford each item.

Fun Sheet 019

Name _____

Can you buy it? Circle Yes or No.

You want	You have	Can you buy it?	You have	Can you buy it?
\$38 	\$30	Yes No	\$40	Yes No
\$32 	\$35	Yes No	\$30	Yes No
\$19 	\$22	Yes No	\$16	Yes No
\$11 	\$7	Yes No	\$13	Yes No
\$4 	\$8	Yes No	\$3	Yes No

There was a flash of light and a cloud of blue smoke. When the smoke cleared, they were back in the park. 15

"Where did you go?" said Andy.

"Did you have a good time?" asked Sam.

"We'll tell you later," said Tommy. "Let's go trick-or-treating."



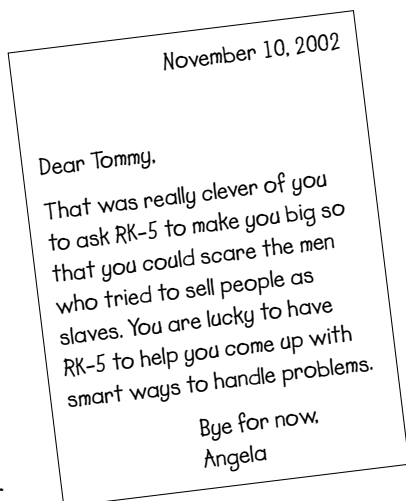
"Can we come with you, please?" said Billy, very politely.

From that time on, Billy and Bobby were never bullies again.

Write a Letter to a Tommy Tales Character

After reading *Tommy's Halloween Adventure*, have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please email the letters to editor1@learningpage.com.



Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the eighteenth book in the **Tommy Tales** series. Ask, "How do you like it so far?"

Ask students to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. Email your reviews to editor1@learningpage.com for possible inclusion in future Teaching Notes.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

